



MODULE: LANGUAGE MANIPULATION IN *THE GIVER*

INSTRUCTIONS FOR TEACHERS

Linguistic Awareness

This series of lessons is designed to introduce high school students to linguistics by exploring the role of euphemisms and language manipulation in a literary work. These lessons aim to develop students' critical thinking, media literacy, and linguistic awareness through literary analysis and real-world applications. By examining how language can obscure or soften reality, students gain tools to better understand and evaluate how communication influences thought.

This sequence includes three interconnected lessons:

1. Controlled language in *The Giver*.
2. Manipulation of language – examples of real life.
3. Control over language in real life.

Each lesson builds on the previous one, guiding students from literary analysis to real-world parallels and finally to reflective, creative language use.

General Preparation and Approach

- Material: *The Giver* book, PPT slides, handouts, and digital platforms (e.g., ChatGPT for guided rewriting).
- Classroom setup: You may arrange the space for small group collaboration and collective discussions. Ensure that all students can view slides and access any online content.
- Adapting the lessons: You can modify activities to suit your students' language proficiency, age, and interests. You can simplify or expand discussion prompts and select relevant real-world examples.

In the description below, you will find in orange all the documents to refer to when you plan/teach your lesson.

Lesson 1: Language Control in *The Giver* > **Language Manipulation_Unit 1_Lesson Plan**

1. Objectives

- Learn about and identify euphemisms.
- Analyze the role of euphemisms in *The Giver* and their impact on how reality is perceived.
- Begin exploring how language can shape thought and reality.



2. Instructions

Hook Activity (5 minutes)

- Begin with a brainstorming question like: “How is language controlled in *The Giver*?”
- Ask for examples from the book and from real life where language is manipulated.

Text Analysis and Euphemisms (10-15 minutes) > [Language manipulation_Units presentation](#)

- Read aloud selected passages where Jonas discovers the true meaning of “release”.
- In pairs, students discuss questions about how euphemisms affect the perception of events.
- Teacher introduces and defines “euphemism” with further examples.

Group Activity (10 minutes) > [Language manipulation_Unit 1_Worksheet](#)

- Students search for and share euphemisms used in the book and real life.
- Encourage them to consider why such terms are used instead of direct language.

Wrap-Up and Homework (5 minutes) > [Language manipulation_Unit 1_Worksheet](#)

- Students write reflections for homework: “How does language shape your views in the real world?”

Lesson 2: Euphemisms in the Real World > [Language Manipulation_Unit 1_Lesson Plan](#)

1. Objectives

- Connect euphemisms from *The Giver* to those used in real life.
- Analyze how euphemisms and dysphemisms change meaning and perception.
- Use digital tools (e.g., ChatGPT) to experiment with rewriting language.

2. Instructions > [Language manipulation_Units presentation](#)

Review and Transition (5 minutes)

- Students discuss their reflections from last session.
- Recap examples of euphemisms from the novel.

Connecting to Real Life (7-10 minutes)

- Show real-world examples of euphemistic language (e.g., “senior citizen”, “pass away”).
- In pairs, students identify and analyze these euphemisms.

Text Rewriting Activity (15 minutes)

- Teacher explains dysphemism (opposite of euphemism).
- Students use ChatGPT to rewrite neutral texts with euphemistic and dysphemistic language.
- Each group presents their version and discusses how word choice affected tone and interpretation.



Wrap-Up (5 minutes)

- “How does changing a word change your judgment of a situation?”

Lesson 3: Political and Ideological Language Control > [Language Manipulation_Unit 3_Lesson Plan](#)

1. Objectives

- Explore how language can be controlled or censored for political reasons.
- Reflect on the effects of losing or banning words.
- Practice descriptive language use and evaluate its impact on communication.

2. Instructions > [Language manipulation_Units presentation](#)

Warm-Up (5 minutes)

- Present the CDC's banned words list from the Trump era. Ask students: Why might certain terms be avoided in official documents?

Context and Comparison (10 minutes)

- Introduce real-world examples of language manipulation and censorship.
- Connect to themes from *The Giver*: What happens when words are removed or replaced?

Thematic Exploration (10 minutes)

- Display quotes from *The Giver* where words like “love” are unknown.
- Discuss: What are the consequences when certain emotions or concepts are not lexicalised?

Creative Group Task (15 minutes) > [Language manipulation_Unit 3_worksheet](#)

- Explain It Without Saying It: Each group is assigned words (e.g., fear, anger, freedom, ...) and must describe them without using the words themselves.
- Groups present definitions and reflect on communication limits.

Wrap-Up (5 minutes)

- Ask students: “What word would you never want to lose?”
- Reinforce the idea that language not only reflects thought but can also shape it.

This lesson series is designed to be flexible and interactive, allowing teachers to adapt activities to their students' needs. By combining literary analysis, real-world connections, and creative practice, these lessons introduce students to linguistics and empower them to think critically about the language they use and encounter.